 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:**Tori Penney Lesson #: One **Facet:** Explain   
**Grade Level: Numbers of Days:**   
**Topic: Rights**  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**there is a difference between the Bill of Rights, the Civil Rights Act, and the Constitution. This is important because these are the documents that provide them their rights as citizens.  
  
**Student will know**John F. Kennedy, NAACP, Lyndon B. Johnson, Bill of Rights, Martin Luther King Jr, the Black Panthers, KKK, Washington monument, Little Rock, Birmingham, slavery, racism, segregation, activism, protest, march, congress, desegregation, Bob Dylan, March on Washington, Rosa Parks, Montgomery Bus Boycott, Freedom Riders, Letter from Birmingham Jail, I Have a Dream speech.  
  
**Student will be able to**describe the process by which the Civil Rights Act and the Bill of Rights was created.  
  
**Product:** Prezi  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** Civics and Government  
**Standard:**Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world**.**  
**Grade Level Span:** Grade 9-Diploma  
Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.   
**Performance Indicators**: a, b, c.  
  
**Rationale:** Students will be researching and reporting on the ideals, purposes, processes, and principles of two of the main governmental documents of the United States. This will require deep thought and understanding about the purposes and causes of the rights we enjoy as citizens.   
  
  
**Assessments**  
  
**Pre-Assessment:**  
**​**Students will do a KWL chart asking students what they know of their rights, what they want to learn, and after what they did learn.  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I am going to use exit tickets by asking them about three things that led to the Constitution, on the second class the Bill of rights, and on the third class the Civil Rights Act.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
I will have students use a checklist to make sure they have everything needed for their Prezi and have them use a rating checklist for their peers to rate their Prezi. I will use a rubric to give them feedback on their presentation of their Prezi.  
  
**Summative (Assessment of Learning):** I am going to have students make movie presentation for their final project. In this presentation, students will pretend to be newscasters and report via a PSA commercial on the benefits of naturalization and the rights gained once an immigrant becomes a legal citizen. This project will be graded in two parts: the presentation of the PSA as well as the video itself.  
  
  
  
**Integration**  
**Technology:**Students will be making a prezi where they have to find multiple media pieces to ad into their presentation.   
  
  
**Content Areas:**Art: The prezi's will have at least two forms of media and can look like a virtual moving poster. English: The students will be required to have a short excerpt of information on their prezis that will require deep thought and good writing skills.  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
I am using a timeline that way the students can see the processes that lead to the CRA, the BOR, and the Constitution. This organizer will help them put important events in order that led to one specific event, such as Martin Luther King getting arrested in Birmingham and the Birmingham letters leading up to the March on Washington. Each student will focus on one important event and relay that information to the other students within Jigsaw activity.  
  
**Section II – Groups and Roles for Product**  
Students will look at other peoples prezi's during class. I will have the students find another student that has a different topic on the opposite side of the room to pair up with, and they will share their prezi's with each other.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will discuss the sequences of events that led to the CRA with each other during the Jigsaw activity, they will build off of each other's ideas as well as relate their ideas to each other's.  
**Logic:** The timeline will put the events that led up to the Civil Rights Act in order, making it easy for a logical student to understand, as well as encouraging them to think deeply about how it all relates to the big picture.  
**Visual:** The prezi will be very appealing to a visual learner with its interesting transitions, and the multiple forms of media they will include. The graphic organizer will also make it easier for the visual learner to understand the sequence of events that led up to the Civil Rights Act because they can see the events in order.  
**Kinesthetic:** During the hook, students will engage in a mock sit-in and protest that will include lots of movement and role playing.  
**Musical:** I am encouraging students to use multiple forms of media in their Prezi that reports on what caused the Civil Rights Act, requiring some sort of related music.  
**Interpersonal:** The Jigsaw activity where the students will be reporting on one important even in the sequence of events leading up to the Civil Rights Act will encourage interaction with other students.  
**Intrapersonal:** Students will be able to work on their own to fill out their timeline on what events led up to the Civil Rights Act, this alone time will help them focus and get any one on one help they may need.  
**Naturalist:** The mock sit-in/protest will be outside. I will probably have students sit on the front steps next to where schools typically have green space or a garden, and they can talk about how the environment was different during the time before the CRA and how much harder that made it on African Americans, especially in Maine.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**Students who are absent will be given class notes from Google docs to go over, will have a conference with the teacher to make sure that they fully understand the notes and to elaborate on the notes. I will talk to the student to set a new deadline for the prezi, and I will read over it rather than another student, unless more than one student was absent, and then they will look over each other’s prezi's and rate them.   
  
  
**Extensions**  
  
**Type II technology:**  
Students will be making a prezi where they have to find multiple media pieces to add into their presentation.   
  
**Gifted Students:**  
I will challenge students who are gifted by having them have the choice to do a more personal presentation where they go into their family’s interaction with the Civil Rights Movement, and they can interview their grandparents or someone they know that was alive during that time and their perspective and reaction to the Civil Rights Act.  
  
**Materials, Resources and Technology**  
*List all the items you need for the lesson.*

* Pencils
* Pens
* Paper
* Laptop
* Projector
* Rulers
* Internet
* Student Laptops
* Teacher Laptop

**Source for Lesson Plan and Research**  
Project:  
<https://prezi.com/profile/registration/?license_type=PUBLIC> - Students will use this link to create their prezi.  
Lesson Plan:  
<http://amcop.blogspot.com/little%20rock%20nine.JPG> (Picture of Little Rock)  
<http://www.huffingtonpost.com/2011/01/17/i-have-a-dream-speech-text_n_809993.html> (I have a dream speech text  
<http://www.youtube.com/watch?v=smEqnnklfYs> (Video of I have a dream speech)  
<http://www.sing365.com/music/lyric.nsf/When-The-Ship-Comes-In-lyrics-Bob-Dylan/FBEDA3CFC6A78599482569690027D31B>(When the Ship Comes In, Bob Dylan Lyrics)  
<http://www.youtube.com/watch?v=smEqnnklfYs> (When the Ship Comes In, Bob Dylan song).  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Day 1**  
Hook - 15 minutes  
Lesson on the Civil Rights Act, including the Bob Dylan song and listening to the MLK speech - 50 minutes  
Graphic Organizer Activity - 15 minutes  
  
**Day 2**  
Intro to Prezi software, how to use it, and go over creative ideas - 20 minutes  
Have students work on their presentations - 60 minutes  
  
Homework: Finish Presentation  
  
**Day 3**  
20 minutes: Clean-up/last minute touch ups on presentations  
60 minutes: Quick presentation of prezis within the small groups of 4.  
  
  
  
Classroom Arrangement: Small groups of 4 all facing each other.  
  
Students will understand that there is a difference between the Bill of Rights, the Civil Rights Act, and the Constitution. This is important because these are the documents that provide them their rights as citizens. *Students draw on concepts from civics and government to understand political systems, power, authority, governance, civil ideals and practices, and the role of citizens in the community.* I will persuade students to engage in a mock "sit in." We will go out on the green (if it is warm, if not we will go to the auditorium or some other large empty space) and pretend to do a sit-in protest, while sitting, we will discuss the changing environment, how things have changed since the CRA, and how we can help keep our environment healthy. For a pre-assessment, students will fill out a KWL chart where they describe what they know, what they want to know, and at the end what they learned.  
**Why, Where, What, Hook, Tailors: Verbal, Kinesthetic, Interpersonal, And Naturalist.**  
  
Students will know John F. Kennedy, NAACP, Lyndon B. Johnson, Bill of Rights, Martin Luther King Jr, the Black Panthers, KKK, Washington monument, Little Rock, Birmingham, slavery, racism, segregation, activism, protest, march, congress, desegregation**(see content notes).** Students will be given a timeline that way the students can chart out and see the processes that lead to the Civil Rights Act. This organizer will help them put important events in order that led to one specific event, such as Martin Luther King getting arrested in Birmingham and the Birmingham letters leading up to the March on Washington. Each student will focus on one important event and relay that information to the other students within Jigsaw activity. I am going to use exit tickets by asking them about three things that led to the Civil Rights Act.  
**Equip, Explore, Rethink, Tailors: Logic, Visual, Interpersonal.**  
  
Students will be able to describe the process by which the Civil Rights Act was created. A [prezi](https://prezi.com/profile/registration/?license_type=PUBLIC) is a creative online presentation. Students will make a Prezi that covers one cause of the Civil Rights Act. They will research this cause(s) or event deeply and thoroughly. At least two forms of media are required within the Prezi. This project will be graded on creativity as well as content. Students will later share their prezis with their table group. Students will work on their prezi on their own and then share them with other students in their group. I am going to use exit tickets by asking them about three things that led to the Civil Rights Act**.** I will have students use a checklist to make sure they have everything needed for their Prezi and have them use a rating checklist for their peers to rate their Prezi.  
**Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Visual, Intrapersonal.**  
  
  
Students will research the cause(s) or event(s) deeply and thoroughly. At least two forms of media are required within the Prezi. There will be student, peer, and teacher feedback. This project will be graded on creativity as well as content with a rubric. Peers will make their comments during the gallery walk, giving the student feedback on a piece of paper. And the student will use a checklist where they will make comments.

**Evaluate, Tailors:** intrapersonal, interpersonal, verbal.   
  
  
**Content Notes**  
Students will know John F. Kennedy, NAACP, Lyndon B. Johnson, Bill of Rights, Martin Luther King Jr, the Black Panthers, KKK, Washington monument, Little Rock, Birmingham, slavery, racism, segregation, activism, protest, march, congress, desegregation, African American Civil Rights movement, Montgomery Bus Boycott, Equal Pay Act, Freedom Riders, Birmingham March, Birmingham letter, 'I Have a Dream Speech.'  
  
CONTENT NOTES  
Activity: Students will be making a prezi where they show the process by which the Civil Rights Act or the Bill of Rights was created.  
Civil Rights Act of 1964 – a piece of legislation put enacted in 1964 that outlawed major forms of discrimination due to sex, race, ethnicity, nationality, and religion.

1. President John F. Kennedy called for the Civil Rights Act in his famous civil rights speech in 1963. He asked for legislation “giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments,” and “greater protection for the right to vote.”
2. During this time, African American’s were not being treated equally. Segregation was occurring all throughout the south. Segregation is when two different groups are separated within the community or a particular facility. This segregation was enforced by the local police and the people, making it very hard to the segregated to stand up for themselves.
3. There had been other acts and bills that tried to fix the problem, such as the Equal Pay Act, or the other Civil Rights Acts, but they were not strong enough to get the job done.
4. The African American Civil Rights movement was a strong pusher for this act. This movement, which lasted from 1955-1968, was strong in activism and great speeches.
   1. The African American Civil Rights Movement started once Brown vs. Board of Education occurred. This lawsuit occurred because of schools within Virginia, and called for the desegregation of schools. The court ruled that the Plessy v. Ferguson ruling, which called for everything to be separate but equal, was in fact unconstitutional. And so schools became integrated.
   2. Rosa Parks refuses to get out of her seat because she is tired on December 1st, 1955. This begins the Montgomery Bus Boycott, which lasted from 1955-1956.
   3. Little Rock, Arkansas, becomes desegregated in 1957. Arkansas was a state that was very racist at this time and against civil rights for African Americans. This was so true that the mayor called in the states national guard to prevent the 9 African Americans attending Little Rock from entering the school. Unfortunately, one girl did not know about this, and walked to school anyways. She was bullied and harassed to the point where she had to be taken home in a patrol car to protect her safety. Afterwards, the nine students had to be taken to school in military vehicles. The president at the time, Dwight D. Eisenhower, told the National Guard to return to their base, and called in the 101st airborne division to protect the students.

i. <http://amcop.blogspot.com/little%20rock%20nine.JPG> (Picture of LR: Show this to the students so they can see the harrassment students experienced)

1. 60’s – Sit-in’s occur all over the country. Town and state law enforcement officers use fire hoses on the protesters to prevent them from protesting.
2. 1961 – African American and white protestors join forces and sit together on municipal buses, encouraging desegregation of public transportation. Both the African Americans and the whites were abused for this protesting, and many were arrested.
3. 1963 – 1964 Birmingham campaign begins. Non-violent protest is embraced, and sit-ins, keel-ins at churches, and marches occur. The city banned all protest, and so could arrest any protestors. Because the campaign felt this was unconstitutional and defied their right to freedom of speech, they continued to protest anyways, and prepared for mass arrests. Martin Luther King Jr took part in this. King wrote his famous letter from Birmingham Jail while in the jail, he wrote it on the margins of a newspaper while held in solitary confinement.

i. <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>

1. 1963 - March on Washington occurs. The goals of this march were: meaningful civil rights laws, a massive federal works program, full and fair employment, decent housing, the right to vote, and adequate integrated education. Most importantly, this march was to help push the Civil Rights Act of 1964, which JFK had begun after the Birmingham campaign. 200,000 to 300,000 demonstrators showed up, and King gave his famous “I have a dream” speech. Many famous musicians showed up, such as Bob Dylan, to show their support.

i. <http://www.huffingtonpost.com/2011/01/17/i-have-a-dream-speech-text_n_809993.html> (I have a dream speech, let students read this if they wish)  
ii. <http://www.youtube.com/watch?v=smEqnnklfYs> (Video of I have a dream speech, play speech for students)  
iii. <http://www.sing365.com/music/lyric.nsf/When-The-Ship-Comes-In-lyrics-Bob-Dylan/FBEDA3CFC6A78599482569690027D31B>(Bob Dylan Lyrics - This song was performed by Bob Dylan at the March on Washington, let students read lyrics if they wish.)  
iv. <http://www.youtube.com/watch?v=smEqnnklfYs> (Dylan song-play it aloud)

1. Once the act was finished, JFK sent it to the House of Representatives, a part of the judicial branch, within the house it was strengthened, and provisions were added that banned racial discrimination in employment, and eliminating segregation in publicly owned facilities. In the house it was also added that the Attorney General could file lawsuits to protect individuals when their rights were being threatened.
2. Unfortunately, in November of 1963 JFK was assassinated, and a new president, Lyndon Johnson, his took control. Johnson was an experienced legislator, and pushed hard for the bill just as Kennedy did. During his first speech to Congress in late November, 1963, Johnson said” No memorial oration or eulogy could more eloquently honor President Kennedy’s memory than the earliest possible passage of the civil rights bill for which he fought so long.”
3. After a lengthy passage through the Senate, the bill was signed into law by President LBJ on July 2nd, 1964.

**Handouts**  
*List the items that need to be printed out for the lesson.*  
  
Syllabus  
Graphic Organizer  
  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
Clipboard: Clipboard learners get to see each of the small steps that led up to the Civil Rights Act, in the end seeing the big picture.The timeline graphic organizer will be very suited to their needs, and will give them a basic outline for their Prezi project.  
  
  
Microscope: Students have free range on how to go about this Prezi, as long as they still report out on the causes of the Civil Rights Act. Microscope students can feel free to dig as deep as they'd like, go into depth on the subjects, and find as many new and fun media pieces and resources they would like.  
  
  
Puppy: Puppies should feel very comfortable during this lesson. They get the choice to go about their Prezi as they wish, and can choose to take a more emotional approach. Students will be encouraged to give mostly positive feedback when viewing other students Prezis. The teacher will also do check-ins with each student, providing them with any help or support they may need.  
  
  
Beach Ball: Beach ball learners have many choices, in various mediums, of resources. With the videos and the typed speeches and lyrics, they have the option to choose. This adaptive environment is very suitable to them as they can personalize the way they learn.  
  
  
Rationale: This lesson will give students plenty of options for how to go about their learning and their projects. All of the learning styles have the option to personalize their Prezi and go about it as they wish as long as it still reports on the causes of the Civil Rights Act.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
Formative: The students will talk with the teacher to discuss both the subject at hand, the causes of the Civil Rights Act, as well as their project in particular. This will give the teacher an idea of where the student is at, and the teacher will then be able to provide the students with more resources and help if needed.  
  
  
Summative: The students will be summatively assessed through their Prezi presentations. The other students within the groups will give them feedback. The teacher will also look at their Prezi's to make sure that they are focused on the causes of the Civil Rights Act and have at least two forms of media. A rubric will be made for the teacher to use to grade the Prezis.  
  
  
Rationale: During this lesson there will be a formative and a summative assessment. The formative assessment will check for understanding both of the subject matter and of the software. The summative assessment will check for thorough understanding of the subject matter.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know John F. Kennedy, NAACP, Lyndon B. Johnson, Bill of Rights, Martin Luther King Jr, the Black Panthers, KKK, Washington monument, Little Rock, Birmingham, slavery, racism, segregation, activism, protest, march, congress, desegregation.  
Students will be able to describe the process by which the Civil Rights Act was created  
  
***MLR or CCSS:***  
Maine Learning Results Content Area: Social Studies Standard Label: Civics and Government  
Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. Grade Level Span: Grade 9-Diploma   
Performance Indicators: a, b, c.  
  
***Facet:***  
Explain  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will discuss the sequences of events that led to the CRA and the BOR with each other during the Jigsaw activity, they will build off of each others ideas as well as relate their ideas to each other’s.  
**Logic:** The timeline will put the events that led up to the Civil Rights Act in order, making it easy for a logical student to understand, as well as encouraging them to think deeply about how it all relates to the big picture.  
**Visual:** The prezi will be very appealing to a visual learner with its interesting transitions, and the multiple forms of media they will include. The graphic organizer will also make it easier for the visual learner to understand the sequence of events that led up to the Civil Rights Act because they can see the events in order.  
**Kinesthetic:** During the hook, students will engage in a mock sit-in and protest that will include lots of movement and role playing.  
**Musical:** I am encouraging students to use multiple forms of media in their Prezi that reports on what caused the Civil Rights Act and the Bill of Rights, requiring some sort of related music.  
**Interpersonal:** The Jigsaw activity where the students will be reporting on one important even in the sequence of events leading up to the Civil Rights Act will encourage interaction with other students.  
**Intrapersonal:** Students will be able to work on their own to fill out their timeline on what events led up to the Civil Rights Act, this alone time will help them focus and get any one on one help they may need.  
**Naturalist:** The mock sit-in/protest will be outside. I will probably have students sit on the front steps next to where schools typically have green space or a garden, and they can talk about how the environment was different during the time before the CRA and how much harder that made it on African Americans, especially in Maine.  
  
***Type II Technology:***  
The creation of a Prezi presentation is very interactive between the student and the technology. Students must seek out the information and media and apply it to the Prezi presentation.  
  
***Rationale:*** Prezi presentations are very interactive and encourage the students not only to think more critically, but also more creatively. The Prezi allows for multiple kinds of media, including video and photographs, which means that students will browse the web looking for their media and then input it into the presentation, furthering their use of the internet and computing technology.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** **The creation of the** **Prezi presentations will be a very creative and innovative process. The students get to create their own presentation, with multiple types of media, in any way that they wish, leaving the mode of creativity up to the students.** **The ability to make and present a presentation in an engaging way is a necessary life skill in today’s world, and this tool will be beneficial to them throughout their secondary and post-secondary educational careers as well as their work experiences. The students will need to plan and put together this presentation all on their own, helping them develop their brainstorming and developing skills. Students will, once finished, present their prezi's within small** **groups, encouraging them to develop their social skills and engage and build off of each other’s ideas and creativity.**  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:* Students will be expressing all that they have learned within this Prezi presentation, where they will be tracking the causes of the Civil Rights Act, most particularly the acts that led up to it. Students will be using this tool to develop and show their learning, as well as use other resources on the internet to find their media sources. Students will have the option to choose which kind of media they input into their presentation, and how to set up the presentation, giving them the opportunity to explore their own personal curiosities. This lesson incorporates all eight of the multiple intelligences in one way or another, giving them all the opportunity to learn in the way easiest for them. This formative assessment, the prezi, aligns with both the content and technology standards.**